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ABSTRACT

The problems of the training departments of offshore drilling companies are to determine novel rewards for trainees and to use these rewards correctly. Rewards are motivators and real or apparent satisfiers of needs. For some instructional goals, computer-based training satisfies many needs and applies many motivators to hold the trainee's attention. Self-esteem needs clamor for satisfaction and could attract the attention of personnel to training. To boost trainees' self-esteem, a training program should offer as much prestige as possible to successful trainees. Sources of prestige include industrial certification, continuing education credit, approved courses, and college credit. Diamond M Company has chosen to harness prestige to motivate personnel to attend training courses willingly. The company (1) uses both industrial and governmental certification; (2) has applied for the approval of the U.S. Coast Guard for its marine courses; (3) as yet, has seen no situation fit for continuing education units; and (4) has formed a relationship with an accredited four-year college so that trainees may apply for academic credit for certain training. (YLB)

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MAKING TRAINING A REWARDING EXPERIENCE FOR OFFSHORE DRILLING PERSONNEL AT DIAMOND M COMPANY

PAPER DELIVERED BEFORE THE HUMAN RESOURCES OF THE INTERNATIONAL ASSOCIATION OF DRILLING CONTRACTORS ON JUNE 9, 1986, IN DENVER, COLORADO

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By Franco Zambon

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Purpose:

After 1986, each training department of an offshore drilling company must find new ways to motivate its company s personnel to willingly attend the increased number of courses required of them. Despite the best efforts of any well intentioned training department to lure personnel to its training center, coercion still prods most of its personnel to its training centers. Yet, coercion produces many "good cons". These trainees learn only enough to pass the course, and they quickly forget that. As in most aversive conditioning, the unpleasantness, accompanying their learning, vaguely informs the trainees about what they should do. Even worse, their bad experiences often give them bad attitudes towards further training. Rewards are different. Rewards inform the trainees specifically about what they should do. Moreover, their good experiences often give them good attitudes towards further training.

Problem:

The problems of training departments are 1. to determine novel rewards for trainees and 2. to use these rewards correctly. For the purpose of this presentation, a reward is anything that increases the frequency of a specified behavior or feeling. Rewards are, therefore, motivators. Furthermore, rewards are also real or apparent satisfiers of needs.

A rough and ready analysis of unfulfilled needs and unused motivators looks like this:

GIST OF THE USUAL NEEDS AND MOTIVATORS USED IN TRAINING

Needs	Meanings	Motivators	Training Center Supplies	Hazards
Self-Actualization	:Self-fulfillment Reach potential			
Asthetic	:Symmetry Order Beauty		Videotaped presentations Orderly presentations Training environments	
Cognitive	:To know Understand Explore	 Work itself	Knowledge Discussion Problem centered study	Glut can decrease Glut can decrease Glut can decrease
Self-Esteem	:Achievement	Achievement	Success oriented training, CBE, humanist psychology, grades, pre & post tests, CBT	
	Competence	Advancement, growth	Practice, success oriented training, CBE, humanist psychology, teaching style, pre & post tests, CBT	
	Approval	Recognition	Industrial certification, approved courses, credit, CEU, status of the instructors	Unavailable, attribution of worth doubtful
	Recognition	Recognition	Industrial certification, approved courses, credit, CEU	Unavailable
	Dissonance		Use as a motivator, resolve through course	
	Aggression	Advancement	Industrial certification, approved courses, credit, CEU	Unavailable
Social	:Belongingness		Teaching styles, teamwork, discussions, group projects	
	Affiliation		Teamwork, discussions, group projects	
	Acceptance		Teaching styles, teamwork, discussions, group projects	
	Love		Not controllable	Not controllable
Security	:Security		Expenses paid, thorough training	
	Safety		Safe training conditions	
	Removal of danger		Expenses paid, thorough training	
	Stimulation	Work itself	Interesting activities, involvement in work, learning styles	
	Manipulation	Work itself	Use of actual equipment, interesting activities, involvement in work, learning styles	
	Activity	Work itself	Use of actual equipment, interesting activities, involvement in work, learning styles	
Physiological	:Hunger, thirst, homeostatis		Expenses paid, coffee, air conditioning, etc.	Can activate and distract
	Rest		Expenses paid, accommodations provided	Can activate and distract
	Sex			Not controllable
	Maternal motive			Not relevant
	Pain avoidance		Safe, comfortable, training situation	Can activate and distract
	Fear avoidance		Use as a motivator, coercion	Can activate and distract
	Anger		Teaching style	Can activate and distract

From this analysis, the allure of work, recognition, and advancement appear at once. Not any kind of work will do. The trainee must find success in it. Success oriented tasks increase the trainee's attention to his learning.

For some instructional goals, computer based training can provide the trainee success-oriented learning tasks which eventually glue him to the screen. Assigning one or two other trainees to his computer both enlivens and quickens his learning. This new method of training satisfies many needs and applies many motivators to hold the trainee's attention. It is not unusual to find a team of three or four learners spending hours too long, staring at the screen, mumbling to each other, and plunking on their keyboard, despite their haggard, and droopy appearance. Adequate courseware can addict trainees to their coursework!

The most important reward is feedback. Feedback improves the trainee's learning at the training center and on the job.

Although adequate courseware is rare in the drilling industry, authoring systems allow the preparation of in-house courseware. With discipline, perseverance, and time an instructor can produce powerful courseware. Diamond M Company has found that computer based training fulfills its promise.

Besides revealing the value of the work itself the above table exposes the status of other important needs and motivators: 1. Needs up to the social level are usually satisfied one way or another; 2. Unsatisfied needs in the hierarchy of needs appear

at the self esteem level. 3. The self-esteem needs are below, hence stronger, than the cognitive needs on the hierarchy of needs. To activate the cognitive needs, the self esteem needs should be satisfied.

An assessment of a sample of trainees demonstrates the demand for self esteem. In one sample of 63 trainees of Diamond M Company 26% of the nineteen supervisors and 32% of the 44 non-supervisors scored very high on expressed self esteem needs, as determined by the Self Actualization Inventory of W. J. Reddin. These self-esteem needs clamor for satisfaction more loudly than the cognitive needs that are located on the next step of the hierarchy of needs. If handled properly, these self-esteem needs could attract the attention of our personnel to training. If ignored, these self-esteem needs could distract our personnel from training.

To boost the self-esteem of the trainees a training department should plan to offer as much prestige as possible to its successful trainees. It should seek to heap as many other carefully selected benefits onto them as it can. Some sources of prestige are:

1. industrial certification
2. continuing education credit
3. approved courses
4. college credit

These prospective rewards have a powerful advantage over other kinds of rewards.

Edward L. Deci discovered that an experimental subject, doing interesting work or receiving praise for interesting work, will persist at his work after the experiment ends. He also observed that a subject, being paid for successfully doing interesting work will leave his work soon after the experiment is over. In writing of the similarity of interesting work and praise, Edward L. Deci concludes that both kinds of rewards provide the subject feelings of competence and self-determination. Consequently, building a subject's self-esteem as a reward for what he is doing increased the subject's persistence at his task. In writing of rewards of money, he concludes that the contingency of payments on behavior decreased the subject's persistence at a task (1972). The payoff had changed from self-esteem to security. Deci's conclusions are consistent with Herzberg's conclusions about motivating and hygiene factors. Rewards that improve the trainee's self-esteem are not only powerful, these rewards avoid the damaging effects of other kinds of rewards. Diamond M chose to harness prestige to motivate some of its personnel to willingly attend its training courses. The sources of rewards to satisfy self-esteem needs follow in increasing order of usefulness.

Certification:

Certification has many meanings and many sources. It generally means that someone may claim to belong to a certain profession or trade. Industrial or governmental certification provides most, but not all, of the same satisfiers of needs and of motivators.

Governmental certification, however, often retards the development of the profession or trade that it regulates, and often it demands adherence to outmoded practices. Industrial certification can more easily adapt to novel situations than governmental certification. Consequently, industrial certification offers the practitioner the motivators of growth, and advancement, whereas, governmental regulation removes these motivators. Nevertheless, Diamond M can use the prestige of each kind of certification.

Approval:

Many organizations may approve courses. For most trainers in the offshore drilling industry, approval means the approval granted by the United states Coast Guard. The United States Coast Guard recognizes the incentive value of its approval (OMB Control Number: 2115-01111, November, 1986).

> Coast Guard approval of a course indicates that the Coast Guard recognizes the importance of the course and will allow graduates to substitute training time for required service time toward licenses and certificates. . .
>
> By providing an incentive for mariners (sea-time credit) and by ensuring that schools which receive Coast Guard approval are quality training institutions, the Coast Guard hopes to encourage mariners to attend courses and industry to lend its support. . .
>
> Coast Guard approval will be considered for any course that provides quality marine training...

United States Coast Guard approval satisfies many needs of trainees, not only prestige. Diamond M Company has applied for the approval of the Coast Guard for its marine courses.

Continuing Education Credit:

Continuing education credits, CEUs, provide a means to recognize a trainee's participation in training courses. Usually a CEU signifies ten clock hours of training in a course approved by an accrediting board. This board assesses whether or not the course is conducted under responsible sponsorship with professionally capable direction and qualified instruction.

These continuing education credits usually require the participation of an institution of higher education with the training department. The institution charges a service fee for its quality control of the course and for its maintenance of the students records. CEUs have two problems. Many consider continuing education credits inferior in prestige to academic credit. Worse, a single course may not offer both continuing education credit and academic credit.

For these reasons, the grant of CEUs has limited, motivational or practical use. Diamond M Company has seen no situation fit for continuing education units, yet.

Academic Credit:

The most prestigious source of approval and recognition, as well as the firmest sign of advancement, is the academic credit. For the purpose of this discussion, "Academic credit" means credit

from a regionally accredited institution of higher learning. This credit indelibly remains on a college transcript for the organized part of society to see and respect.

A training department may arrange to grant credit for its courses in three major ways: 1. Incorporate as a degree granting institution, then achieve regional accreditation. This is a long, expensive route. 2. It may apply to the American Council on Education, ACE, to recommend the courses for academic credit. ACE evaluates courses through its Program on Noncollegiate Sponsored Instruction, again an expensive program. In addition to the participation by ACE, a college that can fit the course into a degree program or that is willing to keep a "credit bank" must actually grant the student the credit. The Regents College Degrees of the University of the State of New York offers such a bank. Still, all this effort provides the trainee with only a chance at acquiring credit for his work. Nothing is certain. Finally, 3. A training center might integrate its training courses into the course offerings of an existing, accredited institution. Colleges are known to be open to such a proposal.

William A. Keim, Director of Marketing for the Metropolitan Colleges of Kansas City,Missou writes about ventures for accredited community colleges to consider (1979).

> You may discover that the business and industrial community expects more tailoring to their specific needs and on-site delivery (their site, not yours).

Diamond M Company has formed such a relationship not with a community college but with an accredited four year college. Consequently, trainees of Diamond M Company may apply for

academic credit for well control, stability, and offshore survival systems training.

To receive credit, its trainees must meet the requirements of the participating institution's division of continuing education and pay the institution's administrative fee. Those trainees with active self-esteem needs can apply for academic credit: Those who feel no such need can avoid the application for credit.

Conclusion:

Some appropriate novel rewards to draw personnel to expanded training requirements are: approval, recognition growth, advancement, and feedback. These translate into offering successful trainees 1. industrial certification, 2. continuing education credit, 3. approved courses, or 4. academic credit.

Expectations:

According to the American Council on Education (Program on Non Collegiate Sponsored Instruction,----), and the University of the State of New York (University of the State of New York, 1984), offering academic credit for training courses will:

Encourage learning;
Improve recruitment, morale, retention, and productivity;
Increase enrollment in training programs;

Provide formal recognition from an accredited body; and

Improve flexibility in assigning personnel to jobs.

Subsidiary benefits include improved morale and performance of instructors.

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